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ABSTRACT

This handbook provides incentives for individuals to improve the quality of life in Kentucky communities by becoming involved in community education. An effective community education program provides educational, recreational, social, and cultural services which work toward improving community life. The school often plays a key role in the delivery of community services provided by institutions, organizations, agencies, and individuals at the local, state, and national levels. The document is presented in five chapters. Various chapters are included on defining the concept, discussing the legal basis and regulations, identifying needs and resources, financing community education programs, organizing a community council, and training and technical assistance. A competency profile for community education leadership is also included. Copies of a resolution, budget, and contracts as well as interest surveys, evaluation forms, a diagram of an information and referral system and a list of possible funding sources and services are provided. (KC)

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Kentucky Handbook for Community Education

Kentucky Department of Education

*"People
helping
People"*

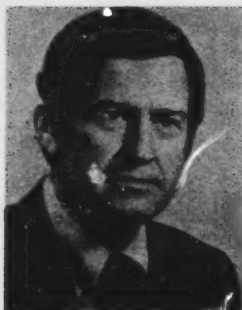
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Bureau of Instruction
Community Education Unit

Kentucky Department of Education
James B. Graham, Superintendent



Preface

Community education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. Community education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social and cultural services for all people in a community. Although communities vary greatly with some being richer than others, all have tremendous human and physical resources that can be identified and mobilized to obtain workable solutions to problems. Inherent in the community education philosophy is the belief that each community education program should reflect the needs of its particular community. The philosophy advocates a process which produces essential modifications as times and problems change.

The purpose of these guidelines is to assist local school districts that may want to implement and develop community education programs. The public school is in a unique position to play a role in serving the total community, preschool through senior citizens. Because of the close proximity to the community it serves, the school can become a focal point for a wide-range of useful and exciting activities.

A handwritten signature in dark ink, reading "James B. Graham". The signature is fluid and cursive, with the first name "James" being particularly prominent.

James B. Graham
Superintendent of Public Instruction

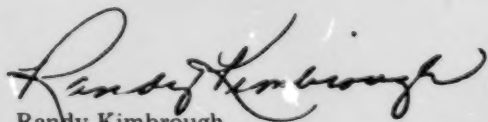
Foreword

Community education is rapidly becoming an integral part of the education system in the Commonwealth of Kentucky. Such growth has required that more systematic and formalized procedures be developed to ensure the development of quality programs.

This Handbook has been prepared to provide assistance to Kentucky school districts and/or communities interested in initiating or improving a community education program. The information is organized in a manner that should allow easy understanding of some of the fundamental principles of the community education concept, and furthermore will provide insights to often-asked questions about community education programs — needs assessment, legal considerations, financing, citizens involvement in program planning, interagency cooperation, definition of community education — these are all examples of items that are addressed in this Handbook. The reader should understand that the content of this Handbook should be viewed as a tool to be used as a guide in the development of a local community education program. The forms, outlines and suggestions can be modified to suit the unique needs of the various communities in Kentucky.

The long range purposes of the document are: 1) to provide incentive for individuals across the state to choose the community education concept as a way of life in Kentucky; and 2) to outline a mechanism that actively involves people in improving the quality of life in Kentucky communities.

The Department of Education expresses appreciation to Dr. Donald C. Butler for his efforts in helping prepare these guidelines and to the Kentucky Council for Community Education for their editorial assistance.



Randy Kimbrough
Assistant Superintendent, Bureau of Instruction

Table of Contents

Preface	i
Foreword	iii
Kentucky Council Members	vii
 CHAPTER 1	
Community Education: Defining & Describing the Concept	1
 CHAPTER 2	
Legal Basis for Community Education & Interagency Cooperation	5
State Board of Education Fiscal Regulations	7
 CHAPTER 3	
Identification of Community Needs & Resources	9
Financing the Community Education Program	11
 CHAPTER 4	
Organizing & Using a Community Council	13
 CHAPTER 5	
Community Education Training & Technical Assistance	17
Competency Profile for Community Education Leadership	18
 EXHIBITS	
A - Resolution	23
B - Philosophy of Community Education	26
C - Community Education Budget	27
D - Examples of School-Community Relations	28
E - Contract Agreement	29
F - Interlocal Cooperation Agreement	33
G - Program Activities Interest Survey: Adult	36
Program Interest Survey	37
Adult & Youth Enrichment Program	39
Community Resource Information	40
H - Project Evaluation Form: Adult	41
Project Evaluation Form: Youth	42
Project Evaluation Form: Principals	43
Project Evaluation Form: Instructors	44
Internal Program Monitoring Form	45
Project Evaluation Form: Cooperating Agencies	46
I - Information & Service Referral System	47
J - Possible Sources of Funds and/or Services	48

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CHAPTER 1

Community Education: Defining and Describing the Concept

Philosophy & Practice

Community education is a philosophical concept which has concern for all aspects of life in a community. The preceding statement often causes groups and individuals to develop quite different perceptions of the community education concept as a social process. Is it Adult Basic Education — Recreation — Youth Enrichment Classes — Continuing Education Programs — Social Services — a combination of some or all of these elements? Just what is involved in a community education program?

The mention of a "program" in community education too often is perceived by some as just a "group of classes" for personal enrichment or academic self-improvement. Such a narrow view is too restrictive and inconsistent with evolving conceptions regarding the notion of community education as a social process. A community education program may be defined therefore as:

A planned system to cooperatively deliver the many needed services — educational, recreational, social and cultural with the purpose of improving community life for all citizens.

Many schools already provide some of the components of a community education system in the form of youth and adult enrichment and academic development. But, an effective and comprehensive system will provide for a process whereby institutions, agencies, organizations and individuals at the local, state and national levels may cooperate in providing services for people. In addition a program may also include activities carried out to improve housing or to secure needed social and health services for a particular segment of the community.

Many times the school, with its facilities, central location and leadership capabilities, can and should play a key role in the delivery of community services. The more comprehensive programs would include the following minimum eight elements.

U. S. Office of Education Recommended Minimum Eight Elements for Community Education

1. *School Involvement* — The Public School Administration must be substantially involved in the administration and operation of Community Education.
2. *Community Served* — The project serves at least a school's regular instructional attendance area or smaller community, where circumstances warrant.
3. *Public Facility as a Community Center* — Comprehensive program opportunities and services to the community are concentrated in a public facility; school college, park, community center.

4. *Scope of Activities & Services* — While community education would encompass (rather than merely being an add on) the regular instructional program, the scope and nature of the concept would extend present opportunities and services to all citizens.
5. *Community Needs* — Community education includes a continual systematic and effective procedure for identifying and documenting, as well as, responding to the needs, interests, and concerns of the community.
6. *Community Resources & Interagency Cooperative Arrangements* — Community education provides for the identification and utilization of agency, organization, and volunteer resources through cooperative agreements and arrangements in order to maximize community resources.
7. *Program Clients* — Community education is designed to serve all age groups, as well as special populations within the community and groups not adequately served by existing programs.
8. *Community Participation* — Community education provides for the active and continuous involvement of citizens in the assessment, planning, implementation, and evaluation of the total effort.

Community education programs in Kentucky vary in organizational structure, financial operation, and program emphasis. Indeed, the concept of community education requires that programs reflect the unique needs and characteristics of a particular community. However, common themes, can be identified in quality community education programs. In summary community education:

- recognizes learning is a life long process;
- provides for people of all ages opportunities to participate in learning activities appropriate for their individual needs;
- requires the close cooperation of the home, school, and the total community in providing a comprehensive human services delivery system;
- stresses citizen involvement in community decision-making processes;
- provides a creative approach to individual and community development;
- calls for an expanded role of public schools in meeting educational and other community and individual needs;
- assesses community needs, identifies community resources, and plans appropriate programs to serve the expressed needs in the community;
- requires the active participation of community members in planning, operating, and evaluating educational and community service programs;
- advocates cooperation among schools, governmental agencies, businesses, public and private institutions, and individuals in addressing community needs and problems;
- promotes the educational institution as an integral part of the development of any community
- believes *people* are our most important resource

The Process for Developing Community Education*

1. Secure a commitment from the Superintendent and Board of Education to the concept of community education as a process (see exhibit A & B);
2. Appoint a steering committee to assist in planning of the project. The city and/or county should be included.
3. Design and adopt a logo or symbol;
4. Employ a full-time coordinator;
5. Develop a working budget (see exhibit C);
6. Fully inform the local independent school district administrative staff and personnel concerning the planned community education program;
7. Inform and seek assistance from all identifiable groups, organizations, agencies and institutions, through a group meeting; hold a follow-up meeting to ascertain commitments to the project; form a Coordinating Board;
8. Inform and involve business and industry groups;
9. Outline final plans to inform the community of the process and its potential through the news media, film presentation and community-wide meetings or a series of smaller meetings in larger urban communities.
10. Develop and implement a community-wide door-to-door survey using lay citizens as interviewers. The survey should assess wants and needs of the community and identify resources (physical and personnel) and members for advisory councils;
11. Establish a district-wide council as well as neighborhood councils for each site;
12. Interpret wants and needs into a program format (a task of the Coordinating Board);
13. Initiate programs;
14. Evaluation and continuous assessment of needs as the program matures.

The process described above may require six to nine months' work in the community prior to the initiation of programs.

Remember that the community education project should run as few programs as possible—the bulk of the programming should be carried out by existing groups, agencies and organizations (see exhibit D for example of school-community relations).

*Center for community education at Texas A & M University

CHAPTER 2

Legal Basis for Community Education and Interagency Cooperation

Can school districts allocate funds for community education sources? Is it legal to allow adults to utilize school facilities for recreational and social development activities? Who controls these public facilities? And is it proper for a school district to share resources with another public agency, another governmental institution?

Questions of this sort are asked by school superintendents and administrators, Board of Education members, and citizens. The answer to all of the above—an unqualified *yes!* Consider the following Kentucky Revised Statutes and Kentucky Board of Education rules and guidelines:

KRS 160.290 General powers and duties of board.

Each board of education shall have general control and management of the public schools in its district and may establish such schools and provide for such courses and other services as it deems necessary for the promotion of education and the general health and welfare of pupils, consistent with the rules and regulations of the State Board of Education. Each board shall have control and management of all school funds and all public school property of its district and may use such funds and property to promote public education in such ways as it deems necessary and proper. Each board shall exercise generally all powers in the administration of its public school system, appoint such officers, agents and employees as it deems necessary and proper, prescribe their duties, and fix their compensation and terms of office.

KRS 160.293 Agreement with public agency for development and maintenance on school property of recreational facilities for school and community purposes.

Any statute to the contrary notwithstanding, upon the recommendation of the superintendent of public instruction, the state board of education may adopt regulations authorizing a local board of education to enter into an agreement with a public agency for the purpose of developing and maintaining on school property recreational facilities for school and community purposes in accordance with the following standards:

1. The property must be used in such a manner and at such time so that there will be no interference with school activities;
2. The control and management of this property shall be in accordance with regulations adopted hereunder by the State Board of Education;
3. All agreements must have the prior approval of the superintendent of public instruction and the attorney general;
4. Any agreement executed herein shall not be considered as indebtedness within the meaning of sections 157 and 158 of the state constitution.

KRS 160.305 Contracts for use of school buses to transport persons eligible for transportation services, plan, and costs.

1. The department for human resources may enter into a contract with the local board of education of any school district in the Commonwealth for the use of school buses to transport persons eligible for transportation services at times

when the buses are not needed to transport students to or from school or school events. Persons eligible for such transportation services shall be:

- a. Sixty-two (62) years of age or older;
 - b. Physically or mentally handicapped;
 - c. Any other person designated by the department for human resources as appropriate for such transportation services.
2. Before such a contract is entered into, the department for human resources shall formulate a plan for the use of school buses for such purposes and shall submit it to the local board of education for its approval or disapproval. The plan for the use of school buses for such transportation purposes shall include routes, schedules, cost and any other matters deemed necessary by both parties.
 3. The cost of transporting persons eligible under the provisions of subsection (1) of this section shall be borne by the Department for Human Resources.

KRS 160.340 Reports by boards to State Board of Education —filing of policies on specified matters.

1. Each board of education shall, on the forms prepared by the superintendent of public instruction and approved by the State Board of Education, prepare and submit to the State Board of Education reports on all phases of its school service. Each board may prepare and publish for the information of the public a report on the progress of its schools.
2. Each board of education shall file in the board's office its policies relating to the following matters:
 - a. Transportation of pupils;
 - b. Discipline and conduct of pupils;
 - c. Limitations or restrictions on use of school facilities.

KRS 162.050 Use of school property for public purposes.

The board of education of any school district may permit the use of the school-house, while school is not in session, by any lawful public assemble of educational, religious, agricultural, political, civic or social bodies under rules and regulations which the board deems proper.

KRS 65.210 to 65.300

The Interlocal Cooperation Act is another means whereby school boards and other governmental entities can cooperate to provide a variety of services for citizens in a given community. The purpose statement to the act says it well:

It is the purpose of KRS 65.210 to 65.300 to permit local governmental units to make the most efficient use of their powers by enabling them to cooperate with other localities on a basis of mutual advantage and thereby to provide services and facilities in a manner and pursuant to forms of governmental organization that will accord best with geographic, economic, population and other factors influencing the needs and development of local communities.

(see exhibit E and F for Interlocal Cooperative Agreements.)

State Board of Education Fiscal Regulations

In Reporting Expenditures for Community Education Services Most Districts Utilize the 1100 Series

Community services are those services provided by the school for the community as a whole, excluding public school and adult education programs operated by the school district. Under this account are recorded all expenditures from regular funds for such services. In case the public library is operated by the school district the expenditures would be reported in this item.

The salaries to be recorded under these accounts consist of three types:

1. The prorated portions of the normal salaries of regular day school employees; for example, a janitor who works at night cleaning up a school building may be relieved of such duties for a few hours on different evenings to open up and look after facilities being used by some community activity, in which case a portion of his salary is recorded under accounts in proportion to the time devoted to community activity;
2. The additional salaries paid to regular day school employees for community services; for example, the janitor of a high school building may be required to open the building in the evening and close up after some meeting in the building, in which case the extra salary paid him for such services is recorded under these accounts;
3. The salaries of persons employed specifically for some community activity; for example, a full-time or part-time playground director.

Recreation

1111 Salaries — Enter here the full-time, part-time, and prorated portions of salaries of playground directors, supervisors, and assistants engaged in supervising playground and other community recreational activities, custodians, maintenance staff, and any other salaries that are direct expense for community recreation.

1151 Other — Enter here the expenditures for athletic and other supplies, travel expenses, rent, telephone, heat, electricity, and other operation of plant expenses, maintenance of plant expenses, payments to other agencies on a cost-sharing basis, and other direct expenses for community recreational activities.

Welfare Activities

Under this account are recorded direct expenses incurred in connection with the provision of aid to indigent children (whether pupils in public or non-public schools, or not), and adults, when such aid is restricted to indigent persons. Also recorded under this account are any expenditures for disaster relief.

1121 Salaries — Enter here the full-time, part-time, and prorated portions of salaries that are direct expenses for welfare activities.

1161 Other Expenses — Enter here expenditures for school supplies furnished free to indigent pupils. Also, enter here the cost of textbooks, shoes, clothing, glasses, hearing aids, medical care, etc.

Non-Public School Pupils Expenditures

Under certain conditions, expenditures of federal funds may be authorized for pupils in non-public schools. Where such expenditures are authorized, they are recorded under this account. *Any expenses for indigent non-public school pupils are to be recorded under Welfare Activities.*

1171 Instructional Services — Enter here expenditures for textbooks, supplies, etc., furnished free to all non-public school pupils.

1172 Attendance & Health Services — Enter here all expenditures incurred in connection with providing attendance and health services to non-public school pupils.

1173 Transportation Services — Enter here all expenditures connected with providing transportation services for non-public school pupils.

CHAPTER 3

Identification of Community Needs and Resources

The issues confronting social institutions in American communities today are many, complex, and often occupy various positions of critical importance. It seems inconsistent to address issues confronting one particular institution in a community-education-in isolation from issues confronting other institutions. The needs impact on each are thus interdependent upon common solutions.

The problems, needs and interests of a community must be identified before relevant services can be provided. An investigation will reveal that most communities have many unrealized physical financial and human resources. Quality community education programs are those programs that deal with the formally identified and analyzed critical needs in a community (see exhibit G for surveys).

Community education programs require a continuous identification of available resources. Interagency cooperation obviously is critical to the effective utilization of resources and the resulting avoidance of costly duplication and overlap of service activities.

The development of a cooperative spirit among the various resources in a community requires all elements to work towards a sense of common purposes. It is mutually beneficial for all concerned to address community needs in a coordinated and systematic fashion

Community Education Evaluation

- is evolving, developmental and formative;
- assesses program activities and events and makes appropriate recommendations for continuing what needs to continue and changing what needs to be changed;
- is viewed as an important tool in making administrative decisions;
- requires the involvement of all elements in a community;
- should be concerned with both the effectiveness and efficiency of the program operation.

In summary, community education requires effective planning. Effective planning requires an accurate assessment of community needs, an awareness of available community resources, and a continuous evaluation of program activities (see exhibit H for evaluation forms; see exhibit I for information and service referral system).

Goal Setting

Setting goals and objectives, planning appropriate programs, selecting effective solutions to community problems, establishing valid community priorities all result from an effective needs assessment. Steps in goal setting follow:

Local School and Community Must

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graph TD; A[Determine System Goals] --> B[Identify Community Problems]; B --> C[Specify Needs/Wants]; C --> D[Identify Community Resources]; D --> E[Establish Priorities]; E --> F[Determine Solution Alternatives]; F --> G[Select Alternative]; G --> H[Implement Decision]; H --> I[Evaluate and Recycle];
```

Determine
System Goals
Identify Community Problems
Specify Needs/Wants
Identify Community Resources
Establish Priorities
Determine Solution Alternatives
Select Alternative
Implement Decision
Evaluate and Recycle

Financing the Community Education Program

As with most new programs comes the question: great idea but how do you pay for it? Community education is no exception. School boards, governmental entities and agencies are already experiencing budget problems, and thus are reluctant to begin a program that is going to "cost a lot of money to run." Therein lies the difficulty. First, the program will not "cost a lot of money to run;" and secondly, there are enough resources (most probably) already available in the community if cooperative arrangements can be developed, and if there is a genuine interest among the many elements in a community to share resources for the improvement of community life. An on-going successful program visible to the public, can generate more support, financial and otherwise. Thus, critical to the early stages of community education budget development is *community involvement*.

A Plan of Action

Step I — Someone must initiate the action. The school superintendent, school principal, a civil group, an interested lay citizen, mayor, county judge, social worker—it doesn't matter who.

Step II — Involve as many elements in the community in determining where possible sources of funds and/or services can be found. Contact the state Community Education Director and/or seek program development assistance from a college or university involved in community education.

Step III — Develop a budget outline, describing some possible needs. Consider the following:

- Staff salaries;
- Cost of program services;
- Supplies and materials;
- Extra cost for utilities and custodial services;
- Salaries for part-time, hourly instructors and other employees;
- Equipment needs;
- Staff training expense/workshop costs, mileage and travel costs.

Step IV — Begin to identify and check-out possible sources of funds and services available. At this point it is important to note that a budget for community education can be developed that includes: direct cash allocation, in-kind services from cooperating entities, and direct services from cooperating agencies and organizations. The community education coordinator may serve as an initiator of some program services, a facilitator of other services, and a coordinator of still other service activities. Inter-agency understandings and agreements are vital to this stage of budget development (see exhibit J for possible sources of funds and/or services).

Position Statement Regarding Community Education Funding

The day of single source funding for significant program development activities is long past. There must be a continuous effort to identify and secure funds from multiple sources that will assist in addressing identified community needs. There must be a

continuous effort to secure local funding on a firm and continuing basis for community education programs. Simply stated, there must be a commitment at the local level for any long term community education processes to evolve. Funds for supplemental or increased service delivery is an important and desirable addition to the basic community education budget development process, but a firm local effort must be there. As a general state of affairs, resources are usually inadequate to meet all the needs and expectations of people in any community. Thus, careful identification and analysis of community needs is critical. Similarly, a systematic, fair and equitable process for establishing community program priorities is an absolute necessity if appropriate decisions are to be made regarding the allocation of resources to serve community needs. The programs and services that subsequently become a part of the community education program in any community should reflect as accurately as possible the character, personality, and needs of that community.

CHAPTER 4

Organizing and Using a Community Council

"Citizens involvement — citizens becoming more responsible participants in a Democratic society, requiring institutions to become more responsive to the needs of people"

Don Butler, Western Kentucky University

Introduction

The concept of citizens involvement in community decision-making continues to receive a considerable amount of attention from public officials and the general public. The notion of providing citizens the opportunity to be actively involved in the decisions that affect their well-being seems to be a logical approach to orderly and effective community planning. Localized situations would determine the actual implementation of a community's citizens' involvement process; however, one essential condition for any effective citizens involvement activity is that of an open atmosphere in a community for dialogue, discussion, debate and objective analysis of current situations with the concurrent opportunity for the public, to collaborate with public institutions—schools, governments, agencies—in planning for their mutual future. Citizens in any given community are concerned about their individual well being and have the ability to make knowledgeable decisions about events that effect their lives.

Community councils can be of much assistance in the planning, initiation, and operation of a community education program. The council can serve in a variety of roles and perform various functions, dependent upon the unique needs of a particular community. The underlying purpose of citizen involvement is to establish a mechanism for the consumers of public services to be meaningfully involved in the design, delivery, and evaluation of community programs and activities. Additionally, the citizen involvement process should allow and encourage open communications between citizens and public officials—school administrators, teachers, government officials, agencies, etc.

Purposes for Citizen's Involvement in Community Education Development

- Secure ideas from community members regarding community strengths, problems, and needs;
- Assist in the establishment of community priorities based on community needs;
- Serve as a link between the school and other elements in the community;
- Participate in decisions regarding curriculum improvement, facilities improvement, selection of new programs;
- Assist in evaluating the community education process;
- Continually seek to identify citizen leadership in the community;

Some Results of Having Community Councils

- Increase in participation in activities by youth and adults;
- Improve educational "climate" in the community;
- Citizens' wants and needs are made known;
- Programs are added at the request of citizens;
- Secondary echelon of leadership is developed;
- Discussion of problems leads to lessening of crisis situations;
- Opinion leaders become identifiable;
- Many resources within the area are brought to bear on problems.

How a Community Council Assists the Director and Community Education

1. Provides a broad base of support.
2. Establishes a two-way communication system between the director and the community.
3. Establishes rapport in the community for the director.
4. Enables the director to evaluate on-going programs.
5. Makes the program "community-centered" rather than director-centered.
6. Aids the director in planning and filling programs.
7. Keeps groups and clubs informed.
8. Uncovers potential problems within the community.
9. Group action affects change more effectively than an individual.
10. Unites the community behind a project.
11. Stimulates organizations to serve people more efficiently.

Functions of a Community Council

- Improve the relations between the school and community;
- Help to identify and solve community problems;
- Assist in conducting community surveys;
- Assist in determining community education program priorities;
- Promote human relations within the school and the community;
- Assist in the programs, activities, and serves to meet the needs of community residents;
- Assist in the evaluation of program activities;
- Acquire a deeper understanding of the concerns and problems of community residents.

Who Should Serve on a Community Council?

The community council should reflect the unique characteristics of the community. Parents, students, teachers, non-parent community residents, school officials, senior citizens, businessmen, civic leaders—all are examples of groups who should be represented.

Council members can be selected in three basic ways: elected, appointed or selected by a respective constituent group. Regardless of the method utilized, some important considerations are: (a) a procedure should be developed and approved, (b) the selection process should ensure the council is representative of the community, (c) terms of membership for council members should be structured on a staggered schedule, and (d) membership on the council should be open to all residents in the respective school-community area.

Summary

A community council can serve as a vital force in the development of community education. The council membership should be composed of representatives of the various segments in any school community. The council can provide an on-going communication link between the school and the community. The council should have a clear understanding of its role, purpose, function and authority. An effective community council can truly exemplify the democratic process at work—people working together to improve life in a community.

A sample outline of a constitution for community councils has been developed and enclosed below to assist in the organization and operation of a local community council.

Outline for Community Council Constitutions

- ARTICLE I — Name of Organization
- ARTICLE II — Purposes/Goals
- ARTICLE III — Policies
- ARTICLE IV — Membership
- ARTICLE V — Officers and their Election
- ARTICLE VI — Duties of Officers
- ARTICLE VII — Meetings
- ARTICLE VIII — Executive Board
- ARTICLE IX — Standing Committees
- ARTICLE X — Amendments
- ARTICLE XI — Parliamentary Authority

CHAPTER 5

Community Education Training and Technical Assistance

The success of community education programs depends on the availability of training programs and developmental assistance for school districts and communities interested in initiating or improving a community education program. Just as every community is different, so are the training and assistance needs different.

University and College Network

The Department of Education currently cooperates with six Kentucky colleges and universities to provide training and other assistance to Kentucky school districts. These institutions are Western Kentucky University, Murray State University, Morehead State University, Eastern Kentucky University, Northern Kentucky University, and Lees Junior College. A variety of activities are available to interested participants: seminars, workshops, and credit courses. A variety of training levels are also available from awareness to indepth skill development.

Western Kentucky University, Murray State University, and Morehead State University have a full time staff to provide training and technical assistance activities. The Adult and Community Education Unit at Western offers a Master's Degree in community education and an associate degree is currently being planned and implemented. Murray State University has an approved Master's Degree program in Adult and Community Education. Morehead and Eastern both offer graduate courses in community education.

Local school districts that have been involved in community education programs are utilized in the training and technical assistance process. Community education staff members from Bowling Green-Warren County, Montgomery County, Hardin County, Owensboro, Covington, Louisville Roosevelt, Louisville Frost, Owen County, and others, have assisted new communities just getting started in community education.

Though it would be impossible to identify all the possible needs a school district or community may have regarding community education training and technical assistance, there are some general job function areas that can be identified that are necessary for the success of any community education program. Skills are required and must be continuously improved and updated. Twelve function areas that may be appropriate to consider when seeking training or technical assistance have been identified as follows:

Competency Profile for Community Education Leadership *

Job Function Category

Specific Tasks

1. Securing community participation in project planning, implementation and evaluation

2. Establishing and working with citizen's groups, advisory councils and volunteers

3. Securing Agency Cooperation

4. Community needs assessment and analysis

18

*Developed by Dr. Donald C. Butler, Western Kentucky University

Leadership Competency Profile

5. Program development — Setting Goals, Objectives and Priorities				
6. Program Public Relations				
7. Conducting an Inventory of Community Resources				
8. Staff Development (improving skills in program planning, communication, decision- making, interpersonal relations)				

Leadership Competency Profile

9. Budget development and financing community education programs				
10. Organizational development including development of organization models				
11. Securing Board of Education, governmental institution support and commitments for community education				
12. Program evaluation				

EXHIBITS

The exhibits that follow have been selected to give the reader an idea of the various approaches to the actual operation of ongoing community education programs in Kentucky.

Community education programs are recognized by the Board as being an integral part of the district's total educational process and are not construed as being separate or mere appendages to the traditional day program. Community education is the vehicle by which the Board of Education can more adequately fulfill its service function to all age groups within its constituency.

- EXHIBIT A Resolution
- EXHIBIT B Covington Independent Schools
 Philosophy of Community Education
- EXHIBIT C Community Education Budget
- EXHIBIT D Examples of School-Community Relations
- EXHIBIT E Contract Agreement
- EXHIBIT F Interlocal Cooperation Agreement
- EXHIBIT G Program Activities Interest Survey: Adult
 Program Interest Survey
 Adult & Youth Enrichment Program
 Community Resource Information
- EXHIBIT H Project Evaluation Form: Adult
 Project Evaluation Form: School Principals
 Project Evaluation Form: Instructors
 Internal Program Monitoring Form
 Project Evaluation Form: Cooperating Agencies
- EXHIBIT I Information & Service Referral System
- EXHIBIT J Possible Sources of Funds and/or Services

EXHIBIT A

Resolution

WHEREAS, the Montgomery County Board of Education having adopted the concept of Community Education in the year 1972 as being their concern and belief for the most appropriate direction for educational development of Montgomery County, now defines, expands, and clarifies that resolution in light of a newly merged school system and in light of having operated a school system under the Community Education concept for the past few years:

WHEREAS, the Montgomery County Board of Education recognizes the fact that the school is most effective when the school involves the people of the community in programs designed to fulfill their education needs and further recognizes the Community Education concept as the most appropriate vehicle at this time to accomplish that end:

WHEREAS, the Montgomery County Board of Education wholeheartedly embraces the Community Education concept with its basic premises and provisions being as follows:

- A. Community Education promotes a more efficient use of public facilities through an extension of school buildings and equipment for the purpose to provide educational, recreational, cultural, and related community services.
- B. Community Education is a democratic process by which people learn to identify and solve common problems and serves as a vehicle to determine the needs, interests, and concerns of the community through individual school advisory councils working with other community groups.
- C. The Community Education concept holds that no one agency is capable of providing all services and information needed by the public and provides that the school can best attain its goals in a spirit of cooperation with all other community groups to improve the quality of life among individuals, within families, and within the community.
- D. And lastly, the concept provides for certain individual benefits such as these truths that:
 1. Education is a life-long process;
 2. Every community member has a God-given right to realize his maximum potential;
 3. Individuals are better served when agencies, governments, and schools serve him cooperatively;
 4. The sharing of public facilities prevents costly duplication and costs each person less tax.

NOW THEREFORE BE IT RESOLVED, that the Montgomery County Board of Education commits itself to working with the agencies, governments, and people of Montgomery County to develop and implement a program of Community Education.

The Board of Education, further, establishes these basic guidelines for the sake of clarity in operating the community education program:

- A. That the Superintendent shall designate any school or combination of school plants in Montgomery County as community education centers.
- B. That the schools in the system serving as community centers shall bear the word "community" in their title and that the school systems as a whole hereafter be referred to as the Montgomery County Community Schools in letterheads and all other places of significance.
- C. That the Superintendent and Board endorse the development and existence of active community advisory councils at each community education center to assist in assessing the needs, wants, and interests of that community and to provide advice and assistance to the school in implementing, operating, and evaluating programs of common public interest. Further, that the school and the Superintendent shall retain all rights to disallow or to nullify any activities, programs, or involvement of the community that is clearly immoral, illegal, inconsistent with State, Federal or local law or policy of the Board of Education or is not feasible or practical at that time and place.
- D. The Superintendent shall appoint a director and other certified or non-certified staff as he deems necessary to coordinate a county-wide program of community education and shall appoint full or part-time staff at any given school to assist with the implementation and operation of community education programs and shall further cooperate with other governmental or public agencies to make full use of their staff within school programs when the total educational program can be benefited.
- E. The Superintendent shall budget funds as necessary and available to underwrite a program of community education that will provide educational, recreational, cultural, and social services to all age persons in the community. These services will fall within the bounds of those which can be legally provided by law and will consist of, but will not be limited to, the following areas:
 - 1. Programs that extend educational services within the school day, by extending the school day, by extending the school week, or during the summer months. These services for any age person may provide preschool education, adult basic education, enrichment for students or adults, or provide leisure time learning and to provide supportive services to any of the above activities that may be deemed necessary by the advisory councils and community education staff.
 - 2. Providing recreational services by permitting use of school facilities, using public facilities, allowing family use of facilities, and cooperating with other agencies to provide community recreation.
 - 3. Providing cultural services to students and adults by promoting the availability of those activities for students and adults both on and off school premises.
 - 4. Providing social services to such groups as senior citizens and other groups having need for school facilities and equipment.

5. By participating in the operation of employment, crime prevention, family health, and other programs of public interest when such programs benefit students and their families and do not interfere with the orderly progress of the educational program.
6. The Superintendent shall provide transportation vehicles, school facilities, and school equipment, and staff for any programs and activities falling under the Board of Education policy for community education that meet the requirements of finance and law for educational systems.
7. The Superintendent may direct and authorize his financial staff to receive and administer funds from any private, state, federal, or local source to implement and operate the various programs and activities of community education and to cooperate financially in the salaries and maintenance of staff and operations shared with other agencies when these kinds of arrangements are necessary.

EXHIBIT B

Covington Independent Schools Philosophy of Community Education

The Covington Board of Education strongly embraces the community education concept and is committed to implementing full community education services as soon as feasible.

The Board sees the major purposes of the Community Education Program to be:

1. To mobilize the institutional resources of the community to maximize services and to minimize effort.
2. To provide encouragement and opportunity of the community to help themselves to a better life.
3. To help schools, governmental agencies, community agencies and businesses become increasingly responsive to human needs and wants.

Community education programs are recognized by the Board as being an integral part of the district's total educational process and are not construed as being separate fulfill its service function to all age groups within its constituency.

Parents and other residents of each home school area are encouraged to take an active interest and participation in the life of the school through individual visitation; involvement in school conferences, affiliation with a neighborhood council or parent-teacher association, working with study or advisory groups. Such participation provides the school with a neighborhood sounding board and serves as a vehicle for expressing the desires of the community. The citizen involvement also provides an excellent supplemental resource of volunteer talent which adds much to the quality and variety of learning opportunity.

The Board recognizes the enormity and complexity of keeping the concept of community education meaningful and self-fulfilling to the people of this city. It, therefore, underscores its intentions to pledge its united support, through the community education concept, toward the end of working cooperatively with existing community agencies by offering school facilities, scheduling programs and activities, providing close communication to neighborhood families, and working with other local institution with problem-solving resources in neighborhood problem resolution.

Finally, the Covington Board of Education urges the support of the citizens of the school district in this cooperative effort to meet human needs and to build a better life for all who are a part of this community.

EXHIBIT C

Community Education Budget

July 1, 1975 - June 30, 1976

1. City of Bowling Green:
 - Department of Community Development: Social Services
Community Education \$15,000
 - Department of Community Development Citizens Information 10,000
 - Revenue Sharing 15,000
 - General Fund (Salary for Dr. Butler, 4 mos. special assignment) 5,000
 - In-kind: Office space, utilities, duplication services 6,000
 2. Warren County Fiscal Court
 - General Fund 6,000
 - CETA: 2 program coordinators and secretary for 6 mos. 9,000
 3. Bowling Green City School Board
 - General Fund 5,000
 - In-kind: facilities, utilities
 4. Warren County School Board
 - In-kind: facilities and utilities
 5. Class fees and tuitions 5,500
 6. ICED Ball State University: Mott Foundation Seed Grant 1,000
- Cooperative Programs are above and beyond this budget summary.*

July 1, 1976 - June 30, 1977

1. USOE, Community Schools Act \$28,711
 2. City of Bowling Green:
 - Revenue Sharing 7,800
 - In-kind: office space and utilities
 3. Warren County Fiscal Court
 - General Fund 6,000
 - CETA: 2 program coordinators and secretary 18,000
 4. Bowling Green City School Board
 - General Fund 5,000
 - In-kind: facilities and utilities
 5. Warren County School Board
 - In-kind: facilities and utilities
 6. Class fees and tuition 8,000
- Cooperative Programs are above and beyond this budget summary.*

EXHIBIT D

Examples of School-Community Relations

School Involvement in the Community

1. School Newsletter — let community help write it
2. Weekly newspaper column
3. "Hot Line" telephone for information (preferable available evenings)
4. Parent Nights or "Meet your child's teacher" Night — parents go through child's day
5. Classes for parents in new math, ecology, drug educ. or energy conservation, or other
6. Home visitations by teachers and administrators — some by each person
7. School facilities available without charge or minimal charge for community use
8. Holding school board meetings in various local schools
9. Day care centers during needed hours
10. Pre-school story hours with programs for mothers
11. Adult recreation or leisure time programs in school facilities
12. School staff living in community or involved in community life
13. Neighborhood "education coffees" (especially at budget or new building time) anytime new program or procedure introduced
14. Recreation programs for girls
15. Non-competitive recreation programs for boys (no Little League type competition)
16. Parent conferences (before grade time)
17. Career nights (non-college bound as well as college bound)
18. Weekly student-parent-faculty luncheon
19. Senior citizen programs (free events passes to persons over 65)
20. Adult education programs (GED, HS completion, or college credit)
21. "Town meetings" or current topics of interest — energy conservation
22. "Service to community" day
23. Education-Business-Industry-Agriculture day
24. Reception committee for new families
25. Credit for student work in community projects
26. Thank-you-grams to persons who have contributed to schools in some way
27. Departmental brochures

Community Involvement in the Schools

1. Parent volunteers
 - a. Listen to students read
 - b. Help students
 - c. "Book finders" in library
 - d. Lunchroom pals
 - e. Recreation or playground pals
 - f. Bus companions
 - g. Paperwork helpers
2. Encourage all parents to visit ½ day per year
3. Parent transportation to special events
4. Jr. Achievement program
5. Big Brothers or Big Sisters programs
6. Work-study programs with local business and industry
7. Room parents (involved in activity and lesson planning)
8. Business-Industry-Agriculture-Education day
9. Community councils or advisory boards (with defined decision making powers)
10. Parent-parent home visitations
11. Area community boards (with defined decision making powers)
12. Persons with skills or talents teach a class or a unit (lay-teacher day)
13. Community agency resource people teach a class or a unit
14. Parent councils (to consider issues such as scheduling, book selection, curriculum and evaluation)
15. Community personnel teach one or two day "mini-courses" for students
16. Para-professionals in schools
17. Booster clubs for music, athletics, forensics, or drama
18. Community-school theatre or musical comedy productions
19. Community Teen-Center with parent volunteers working under one paid professional
20. Involving community in accreditation self study
21. Welcoming party for new faculty members

EXHIBIT E

Contract Agreement

By and between the Montgomery County Board of Education, Party of First Part and the Mt. Sterling-Montgomery County Recreation Commission, Part of the Second Part on this 11th day of April 1974 concerning the share arrangement of a Community Education Director's salary and services:

In accordance with the terms of this agreement the Montgomery County Board of Education will assume the following responsibilities:

1. The Board of Education, Party of the First Part, will employ a Community Education Director and will totally underwrite the salary and fringe benefit costs of the position based on current salary schedule for school administrators for one year commencing July 1, 1974. Said Director will enjoy the same benefits such as tenure, retirement, and sick leave as any other certified employee in the school system.
2. The Board will furnish the office space and other physical facilities necessary to the Director of Community Education to perform his functions.
3. The Board will cover the approved and necessary travel expenses of the Director that are clearly and definitely related to his functions. His travel will be regulated by those guidelines governing staff travel in general for the school system.
4. The Community Education Director will be under the direct supervision of the Montgomery County School Superintendent at all times for direction and guidance in the performance of his duties. The Director will account for his time and performance of duties in a manner requested by the Superintendent of Schools.
5. In the event that the Montgomery County Board should become dissatisfied with this arrangement with the Recreation Commission, the Board may terminate the arrangement as provided for in this contract by giving the Recreation Commission 30 days notice by mail. In this event, also, the Community Education Directors' full-time duties and responsibilities would revert to the School Board who would reassign him solely to school functions with full pay and benefits from school funds.

In consideration for the above stipulations and agreements, the Mt. Sterling-Montgomery County Recreation Commission, Party of the Second Part, agrees to the following provisions:

6. The Recreation Commission will pay one-third (1/3) and matching teacher retirement of the Community Education Directors' salary as set by the School Board for one year commencing July 1, 1974.
7. The Recreation Commission will be entitled to approximately one-third (1/3) of the Directors time and service throughout the entire year for the planning, direction, and evaluation of community recreation activities.
8. The Recreation Commission may reserve the right to require record keeping necessary by the Director to ascertain that the Commission is getting full

dollar value in services for the 1/3 share of his salary paid by them.

9. The Recreation Commission will cover whatever travel and related costs incurred by the Director that can be determined to be directly related to the Commission's functions and not directly school related.
10. In the event that Recreation Commission chooses not to continue this agreement and arrangement beyond the first year or any year thereafter, they should notify the Montgomery County Board of Education not later than April 30 prior to the ending of the contract year.
11. The Recreation Commission shall deliver monthly or at least quarterly to the Montgomery County Board Treasurer a sum of money that is equal to at least 1/3 of the Directors' salary plus benefits.

Community Education Director Job Description

The Montgomery County Board of Education, Party of the First Part, and the Mt. Sterling-Montgomery County Recreation Commission, Party of the Second Part, also agree that the duties of the Community Education Director will include but not be limited to the following:

- A. The Director will have total responsibility to operate an effective community recreation-community education program for the entire county. His direct responsibilities will be limited to preschool programs, adults programs, and other out-of-school programs but may be assigned other duties and functions at the discretion of the School Superintendent.
- B. The Director will plan activities that involve use of both school and City-County recreational and educational facilities after school hours, weekends, and during the summer months.
- C. He will plan recreation and education programs around the interests and needs of young and elderly citizens, secure facilities, equipment, supplies, and personnel.
- D. He will provide a continuous program of information and education to various community and government organizations and to the general public.
- E. He is the liaison person with local, State, and Federal agencies whose functions bear a relationship to the Community Education and Recreation system.
- F. He prepares grant applications, plans fund-raising campaigns, and seeks funds from all available sources for operation of the above described programs and activities.
- G. He will be responsible for the supervision of all Recreation Commission facilities such as offices, equipment and parks.
- H. He will perform the duties of Secretary-Treasurer and Executive Director of the Recreation Commission keeping sound financial records, minutes, and documents as necessary.
- I. He will account to the Superintendent of Schools for all funds, expenditures, budgets connected to the Community Education program.

- J. His work week, holidays, vacation time, sick leave, etc. will be set by the Superintendent of Schools.
- K. Disciplinary action may be taken against the Director by the Superintendent of Schools in the same manner as any other school employee.

All Parties of the Montgomery County Board of Education and the Mt. Sterling-Montgomery County Recreation Commission do hereby promise to faithfully perform and execute each item in the above agreement.

SIGNED: _____
Chairman, Montgomery County
Board of Education

SIGNED: _____
Chairman, Mt. Sterling
Montgomery County Recreation
Commission

State of Kentucky

Montgomery County

The foregoing instrument was acknowledged before me this ____ day of _____, 1974, by J. B. Cunningham, Chairman.

Notary Public

State of Kentucky

Montgomery County

The foregoing instrument was acknowledge before me this ____ day 1974, by Tony Sapp, Chairman.

Notary Public

EXHIBIT F

Interlocal Cooperation Agreement

Bowling Green-Warren County Community Education Board

Declaration of Intent

WHEREAS, the parties to this agreement deem it mutually advantageous to provide certain services, programs and/or facilities to the children, youth, and adults of the respective school districts as subsequently provided herein; and

WHEREAS, by this mutual agreement, certain services, programs, and/or facilities can be provided more effectively and efficiently through the collaboration of the resources of the parties to this agreement; and

WHEREAS, the objectives of the Community Education Board are:

1. To develop and make additional educational programs and other services available to all community members residing in the Bowling Green and Warren County school districts.
2. To provide a citizens' advisory structure through which community residents can participate in:
 - a. The identification and analysis of educational and other community problems.
 - b. The development of appropriate problem solutions.
 - c. Establishment of community priorities based on community needs.
 - d. Decisions made to reallocate community resources in order to achieve optimum:
 - (1.) Educational programming;
 - (2.) Human Resource Development;
 - (3.) Physical Resource Development
3. To bring the resources of other organizations, agencies and institutions (including the State Department of Education, higher education, area vocational school, city, county, state and federal agencies) to bear upon the problem in the community.

NOW, THEREFORE, there is hereby created a separate administrative entity, the Bowling Green-Warren County Community Education Board.

The conditions of the Bowling Green-Warren County Community Education *Interlocal Cooperation Agreement* are as follows:

1. Charter Members

The following governmental agencies, having passed resolutions to participate in the cooperative effort described herein; and having recorded said resolutions in the respective Board minutes, shall constitute the participating *Charter Members* to this agreement:

1. Fiscal Court, County of Warren;
2. Bowling Green Independent School District

3. Warren County School District.

II. Governing Body

This agreement shall be administered by the Bowling Green-Warren County Community Education Board which shall be composed of:

1. Superintendent-Bowling Green Independent School District;
2. Superintendent-Warren County School District;
3. Judge-County of Warren;
4. One representative from the city school board;
5. One representative from the county school board;
6. One representative from the county Fiscal Court.

A. Qualifications and Selection Procedures

1. The superintendents who serve on the Community Education Board shall be the superintendents of the participating districts.
2. The judge who serves on the Community Education Board shall be the judge of the participating county governmental agency.
3. The representatives from the participating school district Boards' of Education shall be appointed by the respective Boards of Education.
4. The representative from the county Fiscal Court shall be appointed by the Fiscal Court.

B. Duties of Governing Body

The Community Education Board shall have general control and management of such programs and services as it deems necessary for the promotion of education and general health and welfare of community residents consistent with the Kentucky State Constitution; the Kentucky Revised Statutes; the rules and regulations of the State Board of Education; and the regulations of the participating governmental agencies. The Board shall have the power to accept funds from public and private sources; make purchases; and do all things necessary and proper to carry out the full intent and purpose of this Interlocal Cooperation Agreement. The Board is further empowered to establish a position, Executive Director, for the purpose of performing the orderly administration of the programs and services to be conducted by the Community Education Board. The Executive Director shall recommend to the Board those policies and/or administrative needs necessary to carry out the full intent and purpose of this Interlocal Cooperation Agreement.

A quorum of four (4) members of the Community Education Board must be present to constitute an official Board meeting. No member shall be permitted to vote by proxy.

III. Purpose

The basic purpose of this agreement is to provide an administrative entity designed to conduct, on a continuing basis, local area educational research and planning, and community needs assessment; and to operate programs and provide services for the mutual benefit of the children, youth, and adults who reside in the service areas of the agencies participating herein.

IV. Selection of Programs and Services

The Community Education Board shall have the authority to select and determine the programs and services which will be provided, except those programs involving elementary and secondary school students and facilities must have approval of the Boards of Education participating in this agreement. The Community Education Board shall have the authority to enter into contractual agreements with other institutions, agencies or organizations, for the provision of specific programs and/or services not being conducted by the Board, with such contractual agreements subject to the approval of both the Community Education Board and the respective participating institution, agency or organization. It shall be the responsibility of the Executive Director to keep the Community Education Board apprised of community education needs in the local community, and to make appropriate recommendations for program and/or service implementation.

V. Financial Responsibility

The Community Education Board shall have general responsibility for the receipt, disbursement and accountability of any funds used in the execution of this agreement.

VI. Costs of Programs and Services

Other than those programs fully funded from other sources, each agency will pay a predetermined share of the costs of the programs and services. The Community Education Board, subject to ratification of the participating school districts, may design the cost formula for particular programs.

VII. Term of Agreement

This agreement shall become effective July 1, 1974, and extend to June 30, 1975. The agreement shall be renewed automatically for subsequent fiscal years unless any party to the agreement desiring not to participate provides written notification to the Community Education Board not less than thirty (30) days prior to June 30 of any year.

VIII. Joint Property

All personal and real property acquired under this agreement shall be considered the joint property of all participating agencies and shall be held in trust by the members of the Community Education Board, providing proper declaration and explanation of the trust is in the deed instrument; and upon dissolution, each participating agency will receive its proportionate share of the real and personal property in accordance with proportionate payment made to the securing or the property or properties.

IX. Approval

This agreement shall become effective after approval and execution by the participating Boards of Education; the participating governmental agencies; and upon approval by the State Superintendent of Public Instruction and the Kentucky Attorney General. The Interlocal Cooperation Agreement is entered into pursuant to the authority of KRS 65.210-65.300, inclusive.

IN TESTIMONY WHEREOF, witness the hands of the parties participating herein, to-wit:

ATTEST:

Robert Gover, Secretary	Warren County Board of Education	June 14, 1974 Date of Participating Resolution
James Graham, Secretary	Bowling Green Board of Education	June 10, 1974 Date of Participating Resolution
Basil Griffin, Judge	Warren County County Government	June 14, 1974 Date of Participating Resolution

APPROVED:

Lyman V. Ginger, Superintendent
of Public Instruction

APPROVED AS TO FORM
AND LEGALITY:

Ed Hancock, Attorney General

NOTE: The Interlocal Cooperation Agreement for Community Education was prepared by Dr. Donald C. Butler and submitted for approval to the participating parties. A legal technicality and subsequent opinion from the Attorney General prevented the City of Bowling Green from being a charter member; however, the city participates in those programs related "to the general health, and welfare of city residents." The reader should be aware the City of Bowling Green provided the initial leadership and funding for community education in Bowling Green and Warren County, Kentucky.

EXHIBIT G

Program Activities Interest Survey: Adult

1. What is your age? under 20___ 20-29___ 30-44___ 45-65___ over 65___
2. Sex: Male___ Female___
3. Present occupation? _____
4. How long at present job? _____
5. Check highest level of education completed:
 ___ below 8th grade
 ___ 8th-12th grade
 ___ high school diploma
 ___ college ___ years
6. How long have you lived in this area? less than 5 years___ over 5 years___
7. Have you attended a Community Education class at your neighborhood school?
 yes___ no___
8. How many times have you visited your neighborhood school if you never attended a class?
 ___ 0
 ___ 1-5
 ___ more than 5
9. Why did you visit the school if not enrolled in community education classes?
 ___ meetings
 ___ entertainment
 ___ other
10. Would you be most interested in taking a course:
 ___ to refresh knowledge and skills of present job
 ___ to increase possibility for a promotion in same area as present employment
 ___ to learn skills required for different employment
 ___ for recreation
11. Would you prefer enrolling in a course that meets:
 ___ once a week
 ___ twice a week
 ___ at night
 ___ on weekends

EXHIBIT G

Program Interest Survey

- I. The following courses are intended for skill development. Check the courses in which you have the most interest. Leave blank those in which you have no interest.

Business Courses

- ☐ Business arithmetic
- ☐ Business English
- ☐ Business management
- ☐ Business law
- ☐ Human relations in business
- ☐ Shorthand
- ☐ Typewriting
- ☐ Office machines and filing
- ☐ Basic bookkeeping
- ☐ Elementary accounting
- ☐ Other _____

Industrial Courses

- ☐ Appliance servicing
- ☐ Basic drafting
- ☐ Blueprint reading (for mechanics, electrician, plumber, etc.)
- ☐ Machine shop
- ☐ Auto servicing (mechanic, electrician, etc.)
- ☐ Math for shop, carpentry, plumbing, etc.
- ☐ Fundamentals of arc welding
- ☐ General plumbing repair
- ☐ Business refrigeration and repair
- ☐ Other _____

Agricultural Courses

- ☐ Farm bookkeeping
- ☐ Farm machinery repair
- ☐ Livestock care
- ☐ Marketing farm products
- ☐ Pollution control and farm sanitation
- ☐ Farm engineering
- ☐ Farm management
- ☐ Other _____

Home Business Courses

- ☐ Sewing
- ☐ Upholstering
- ☐ Floor covering
- ☐ Building maintenance
- ☐ Professional yard care
- ☐ Home business management
- ☐ Outboard and small engine repair
- ☐ Basic cabinet making
- ☐ Basic house carpentry
- ☐ Other _____

Service and Health Courses

- ☐ Church music direction
- ☐ Short order cookery
- ☐ Tax consulting
- ☐ Other _____

- II. This section pertains to professional development programs that require a series of courses.

1. Are you willing to take two or more courses in the same area? yes ___ no ___
2. Are you interested in spending a period of time toward your personal development?
yes ___ no ___
3. How long would you be willing to work as a part-time student in one of these programs?
6 months ___ 1 year ___ 2 years ___ other _____

Check the programs in which you have the most interest. Leave blank those in which you have no interest.

Technical Programs

- | | |
|--|---|
| ☐ Agricultural Management | ☐ Office Management |
| ☐ Small Business Management | ☐ Building Construction Technology |
| ☐ Electronic Technology | ☐ Food Service Technology |
| ☐ Data Processing | ☐ Electrical Technology |
| | ☐ Other _____ |

Semi-professional and Career Programs

- ☐ Mental Health Assistant
- ☐ Social Work Assistant
- ☐ Teaching Assistant
- ☐ Library Assistant
- ☐ Secretarial Science
- ☐ Medical Record Assistant
- ☐ Government Service Assistant
- ☐ Marketing Science
- ☐ Landscape Technician
- ☐ Real-Estate
- ☐ Community Planning Assistant
- ☐ Police Administration
- ☐ Mental Retardation Technician
- ☐ Recreation Leadership
- ☐ Professional Child Care
- ☐ Fire Protection Technician
- ☐ Patient Care Aide
- ☐ Other _____

Clinical Programs

- ☐ Dental Assistant
- ☐ Medical Assistant
- ☐ Laboratory Assistant
- ☐ X-Ray Technician
- ☐ Physical Therapy Assistant
- ☐ Occupational Therapy Assistant
- ☐ Other _____

Technical Programs

- ☐ Agriculture Management
- ☐ Small Business Management
- ☐ Electronic Technology
- ☐ Data Processing
- ☐ Office Management
- ☐ Building Construction Technology
- ☐ Food Service Technology
- ☐ Electrical Technology
- ☐ Other _____

III. This section lists short-term, non-credit courses designed for your recreation and self-improvement. Check the courses which have the most appeal.

- ☐ Slimnastics
- ☐ Improving your personality
- ☐ Living with your teenager
- ☐ Care of the child
- ☐ Personal finance and investment
- ☐ Geneology
- ☐ Grammar refresher
- ☐ Math refresher
- ☐ Flower arranging
- ☐ Furniture refinishing
- ☐ Know your antiques
- ☐ Learn to play the guitar
- ☐ Refresher in shorthand
- ☐ Landscaping your yard
- ☐ Ceramics
- ☐ Needle work
- ☐ Bridge
- ☐ Outdoor cooking
- ☐ Planning your retirement
- ☐ Arts appreciation
- ☐ Home repair and remodeling
- ☐ Basic painting or drawing
- ☐ Theatre appreciation
- ☐ Other _____

- ☐ Developmental reading
- ☐ Yoga
- ☐ Woodworking
- ☐ Leather crafts
- ☐ Photography
- ☐ Grooming and wardrobe selection
- ☐ Learning to sew
- ☐ Tailoring
- ☐ Gourmet cooking and entertaining
- ☐ Social dancing
- ☐ Square dancing
- ☐ Interior decorating and choosing art
for the home
- ☐ Appreciation of modern travel
- ☐ Comparative religion
- ☐ Writing for fun and profit
- ☐ Community band
- ☐ Community chorus
- ☐ Travel know how
- ☐ Film appreciation
- ☐ Play production techniques
- ☐ Driver's education
- ☐ Family health and nutrition

EXHIBIT G

Adult and Youth Enrichment Program

Disseminated thru Schools and Newspaper

Community Education provides programs in selected schools and community centers and also cooperates with other agencies in providing community services and programs.

We will try to provide any class you would like, if there is sufficient enrollment. You suggest the course, we get the instructor. We need to know what you want.

Classes

Children

Spanish
Children's Crafts
Sewing (12-16)
Art
Ballet
Recreation
Guitar
Baton
Drama
Karate
Model Building
Violin

Slimnastics
Gymnastics
Reupholstry
Pottery
Ceramics
Sewing I & II
Dog Obediance
Auto Mechanics
Macrame
Weaving
Flower Arranging

Adult

Cake Decorating
Knitting
Square Dancing
Advanced Photography
Bridge
Decopauge
Tailoring
Quilting
Carpentry
Sweet Adelines
Art
Gourment Cooking
Morning Bowling

Mini-classes

Metric System
Wills & Estates
Gym
Income Tax
Fishing

Special Classes

First Aid
Preparing for Parenthood
Classes offered through the
Occupational Training Center

To indicate your interest in having a specific class offered in your community's school, please contact the Community Education Office. Feel free to suggest classes not listed above.

Community Education is always seeking qualified instructors to teach new classes. If you feel qualified, contact our office.

EXHIBIT G

Community Resource Information

Name of Agency/Organization _____

Address _____

Telephone _____

Services Offered _____

Contact Person(s) _____

Cost _____

Population Served _____

Additional Comments _____

EXHIBIT H

Project Evaluation Form: Adult

In order to improve existing programs and to plan for future activities, the Community Education Office is interested in hearing your reaction to the course/activity in which you have participated. *Do not put your name on the questionnaire.* All replies will be treated anonymously and confidentially. Your time and assistance are greatly appreciated.

Course enrolled in _____ Date _____

Instructor _____

School _____

Age _____ Sex _____

How did you learn about the courses/activities being offered through the Community Education program? Please mark all information sources.

- | | |
|--|---|
| ☐ Newspaper articles and pictures | ☐ Friend |
| ☐ Newspaper paid advertising | ☐ Posters |
| ☐ Radio Announcements | ☐ Brochures |
| ☐ My child | ☐ Other (please specify) _____ |
| ☐ A neighbor | |

1. *Knowledge of Subject Matter*

- ☐ Well informed
- ☐ Adequately informed
- ☐ Not well informed
- ☐ Very poorly informed

2. *Attitude Toward Subject*

- ☐ Enthusiastic, enjoys teaching
- ☐ Rather interested
- ☐ Only routine interest displayed
- ☐ Uninterested

3. *Ability to Explain*

- ☐ Explanations clear and to the point
- ☐ Explanations usually adequate
- ☐ Explanations often adequate
- ☐ Explanations absent or totally inadequate

What suggestions would you make to improve the course/activity? _____

Do you feel the school and community have been brought closer together through the Community Education program? How? _____

Describe briefly your general reaction to the course/activity you have just completed and/or the total Community Education program. _____

Have you participated in a Community Education program prior to taking this course?

Please list any courses, activities, or services you would like Community Education to offer. _____

For additional information about Community Education please contact our office at the following phone number

EXHIBIT H

Project Evaluation Form: Youth

Class _____

School _____

Teacher _____

How much fun did you have? Circle one.

a lot some not very much none

How much did you learn? Circle one.

a lot some not very much none

How much did you like your teacher? Circle one.

a lot some not very much none

What classes would you like to take next time?

☐ Ballet	☐ Weaving	☐ Drama
☐ Gymnastics	☐ Suzuki	☐ Sewing
☐ Art	☐ Pottery	☐ Square Dancing
☐ Baton	☐ Guitar	☐ Violin
☐ Karate	☐ Model Building	☐ Other _____

EXHIBIT H

Project Evaluation Form: School Principals

Name _____ Date _____

In order to improve existing programs and to plan for future activities, the Community Education Office is interested in hearing your honest reaction to the courses/activities held in your school. Your time and assistance are greatly appreciated.

In your opinion did the courses for children provide a beneficial supplement to the regular curriculum? _____

Describe briefly the reaction you saw from individuals in the community to the courses/activities. _____

Did you encounter any problems with the instructors, keeping the building open, scheduling conflicts, etc. _____

Did you feel the Office of Community Education provided adequate support and supervision for the classes or activities. _____

Describe the reaction you saw from participants, parents, or other individuals in the community to the Community Education Program. _____

What do you feel Community Education in our community should be doing? _____

What is your honest reaction to the total Community Education Program in our community? _____

What could the Community Education Office do to improve the Program? To aid the instructors? _____

EXHIBIT H

Project Evaluation Form: Instructors

Name _____ Date _____

Courses Taught _____

School(s) _____

In order to improve existing programs and to plan for future activities. The Community Education Office is interested in hearing your honest reaction to the following questionnaire. Your time and assistance are greatly appreciated.

The support and/or cooperation you received from the Community Education Office was:

- ☐ More than adequate
- ☐ Adequate
- ☐ Less than adequate
- ☐ None

Comments: _____

The support and/or cooperation you received from principals and school officials was:

- ☐ More than adequate
- ☐ Adequate
- ☐ Less than adequate
- ☐ None

Comments: _____

Did you encounter any special problems such as scheduling, poor attendance, etc.? _____

Describe your personal reaction to the courses/activities, and/or to the total Community Education program? _____

Please make any suggestions you can which would aid the Community Education Office in improving the quality of the program? _____

EXHIBIT H

Internal Program Monitoring Form.

Prepared by _____ Date _____ For month of _____

[illegible]

EXHIBIT H

Project Evaluation Form: Cooperating Agencies

Cooperating Agency _____

Date _____

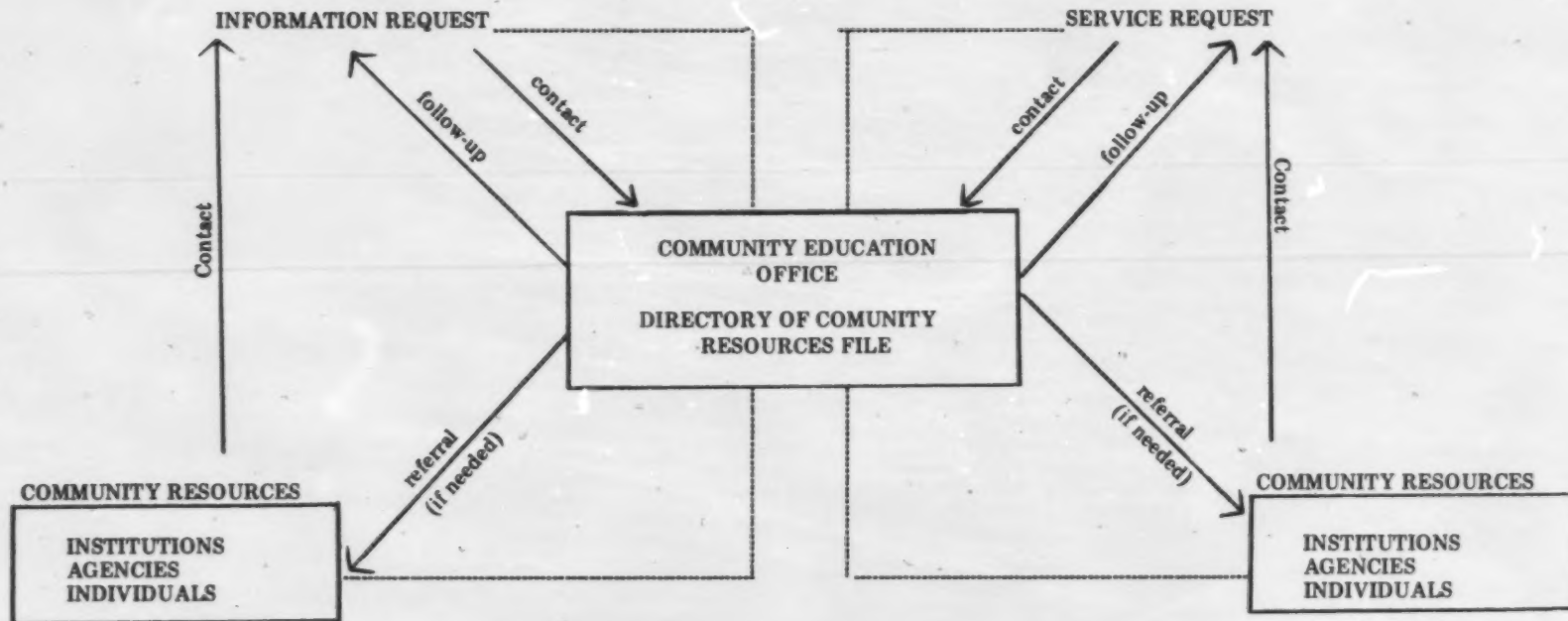
On the scale provided, please rate the performance evaluation measures listed below. A rating of 1 indicated a low level of program effectiveness and efficiency, and a rating of 5 indicated a high level of program effectiveness and efficiency.

	L O W	Circle One				H I G H
1. Objectives achieved	1	2	3	4	5	
2. Management efficiency	1	2	3	4	5	
3. Citizens participation in program design	1	2	3	4	5	
4. Program innovation	1	2	3	4	5	
5. Institutional change	1	2	3	4	5	
6. Resource utilization	1	2	3	4	5	
7. Inter-Agency cooperation/ coordination	1	2	3	4	5	
8. Public relations	1	2	3	4	5	

Rating Score _____

EXHIBIT I

Information and Service Referral System



Developed by Donald C. Butler, Western Kentucky University

EXHIBIT J

Possible Sources of Funds and/or Services

State Adult Education Program
ABE-GED

Area Development Districts

Businesses and Industry

Career Education Program

Churches

City Government

Civic Clubs

Senior Colleges & Universities
Community & Junior Colleges

Commission on Aging

Community Action Agencies - KCAA

Private Contributions

Crime Prevention Commission - LEAA

Fees for Classes

State Vocational Education Programs

Department of Human Resources
Bureau of Social Services

Fiscal Court
CETA Funds
Revenue Sharing
Coal Severance

Fraternal Order of Police

Local Fund Raising Projects

Gifted and Talented Program

Health Department

Kentucky Humanities Council

Kentucky Arts Commission

Kentucky Office of Volunteer Services

Library Department

Local School District

Recreation Department

Right to Read

University of Kentucky Extension Service

United Way

Small Business Administration Foundations